FISCAL YEAR 2004

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

CONSOLIDATED ANNUAL REPORT

STATE OF INDIANA

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TABLE OF CONTENTS

EXECUTIVE SUMMARY

The Indiana Department of Workforce Development (DWD) is the sole State agency responsible for receipt and administration of career and technical education funds under the Carl D. Perkins Vocational and Technical Education Act of 1998. Under state law, the Indiana Commission on Career and Technical Education (formerly Indiana Commission on Vocational and Technical Education) has responsibility for developing, implementing, and supervising the state plan for career and technical education. The Indiana Commission on Career and Technical Education (ICCTE) is a Governor-appointed Commission under the Indiana Department of Workforce Development.

The ICCTE directs and carries out the various Perkins III activities in cooperation with the Office of Career and Vocational Services within the Department of Education and the Commission for Higher Education. A broad range of initiatives and partnerships designed to provide the greatest benefit to the largest number of secondary and postsecondary students are used to address both the required and permissive activities included under section 124 of the Act.

Indiana's Tech Prep funds are allocated to local consortia committed to educational improvement through the development of coordinated and enhanced learning experiences for students organized around career majors. This approach encourages students to examine careers and to develop individual career plans that could lead to that career.

The State's data collection and reporting system, including processes and procedures, was modified during the past year to ensure that the data reported reflects accurately the career and technical education populations and student performance in Indiana. Hands-on training and periodic site visits occur throughout the year to ensure consistency in reporting.

Indiana continues to review its career and technical education programs and activities to make certain that students are receiving the knowledge and skills required for further education and/or to compete in the workplace.

1. Program Administration

The Indiana Department of Workforce Development (DWD) is the sole State agency responsible for receipt and administration of Carl D. Perkins Vocational and Technical Education Act of 1998 funds. Under state law, the Indiana Commission on Career and Technical Education (ICCTE) has responsibility for developing, implementing, and supervising the state's career and technical education plan. The ICCTE is a Commission under the Indiana Department of Workforce Development.

a. Report on State Administration (roles/responsibility)

The ICCTE provides leadership, collects data, and fulfills Perkins III reporting responsibilities in cooperation with the Office of Career and Vocational Services within the Department of Education and the Commission for Higher Education. These partners from the Indiana Department of Education and the Indiana Commission for Higher Education provide supervision for secondary and postsecondary activities respectively, through Memorandums of Understanding with the Department of Workforce Development.

In addition, the ICCTE staff collaborates with the staffs of the Indiana Department of Education's Office of Career and Vocational Services and the Commission for Higher Education in the development, management, and review process of Perkins III activities. Coordination of Statewide Tech Prep Career Majors activities is provided by the Department of Workforce Development through regional consortia of local education agencies and postsecondary institutions.

b. Report on State Leadership

The Indiana Technical Education Reporting System (InTers) provides locals with the ability to assess student progress throughout the year. Locally entered student information can be viewed in a variety of report formats for a variety of demographics to identify student results for each Perkins III performance indicator.

Performance results are used to support continuous improvement efforts, new program development, academic and skill standards integration, and improved professional development for Perkins III instructors and administrators. Following are descriptions of FY2004 leadership activities.

<u>Education and Career Services Activities</u>

The Education and Career Services Conference was held November 20-21, 2003, in partnership with the Indiana School Counselors Association (ISCA). Over 600 participants attended the Conference.

The Postsecondary Education Conference was held on October 27-28, 2003. As a result of support for this conference, the Indiana Association for College Admissions Counseling (IACAC) added a discussion of the Indiana Gold Star School Counseling initiatives to their February 2004 board meeting agenda.

The Indiana Gold Star School Counseling Initiative website, hosted by Indiana State University, is located at http://asai.indstate.edu. This web site includes the Indiana Student Standards for Guidance and the Indiana Universal Student Indicators for Guidance. Schools hoping to be designated as "Indiana Gold Star School Counseling Schools" must address these indicators.

The School's Counseling Program Standards Writing Team developed 1) program standards for school counseling programs, and 2) portfolio criteria for the Gold Star Counseling Recognition Program. These standards and recognition criteria are published on the website.

Thirty-two schools participated in the Gold Star School Counseling Four-Part Workshop Series. Sessions are held every nine weeks. Sessions are attended by School Counseling Advisory Councils consisting of teachers, students, administrators, parents, business representatives and community members. Schools have created the following: 1) vision statement, 2) rationale/beliefs statement, 3) achievement data reports, 4) achievement data targets, 5) local student standards, and 6) a study of student mastery of local student standards. The Indiana Student Achievement Institute (InSAI) is partnering with DOE in this initiative.

Templates and resources for developing a program portfolio are available on the Gold Star website. Over 600 Workforce Readiness Conference participants attended sessions geared to workforce readiness skills including team building, conflict management, communications, responsibility, and work ethic.

Collaboration with other Certification Systems

Thirty-two (32) Early Childhood Education instructors received updated training on developing and using the Childcare Certificate of Technical Achievement (CTA) scenario assessments. Food Industry Occupations programs teachers received instruction in preparing students for the national ProStart test that leads to certification through the National Restaurant Association. Participants included 18 instructors and 8 student teachers. Business and Marketing Education materials, aligned with CTA proficiencies, were distributed to participants attending the annual Business Education/Marketing Education Conference.

Technical Assistance to Career-Technical Student Organizations (CTSOs)
Early Childhood Education instructors wrote and piloted two scenario assessments to be offered to students during the FCCLA state conference. This increases the number of CTSO state conferences that incorporate CTAs into the agenda from three to four organizations. Other organizations providing CTA scenario assessments during their annual conferences are HOSA, BPA, and SkillsUSA.

High Schools That Work (HSTW)
Indiana now has 45 active HSTW sites including seven (7) new pilot sites added during 2003-04 school year. All sites have submitted action plans. Indiana Department of Education staff members made eight (8) technical site visits using the HSTW technical assistance model.

Thirty-eight schools administered the HSTW (NAEP reference) Assessment during January 2004. The seven (7) new pilot sites were not a part of the 2004 assessment opportunity.

Workplace Specialist Training
The Department of Education and postsecondary staff involved in the new teacher-training program developed methods for improving the delivery system of instruction via the Internet. In addition, all new teachers participating in the program are assigned mentors with whom they work throughout the school year.

The TABE examination is administered at various sites beginning in March with the final session scheduled to end the last week in April. As part of the microteaching requirement of the training teachers are required to record a unit of instruction. These tapes are submitted to, reviewed, and evaluated by a group of instructors with feedback given to each individual teacher. In September 2003, seventy-four teachers registered for this program.

Vocational Curriculum Content Standards and Supporting Materials
Course standards, course descriptions, and course titles for three new advanced life science/agriculture education courses were developed in collaboration with professors from Purdue University.

A framework of FACS core/essential/foundational concepts and units was developed, disseminated, and published on the Indiana FACS website. The framework includes logical sequences of topics, standards, and competencies, and

a list of English/language arts, mathematics, science, and social studies standards that are integrated into the FACS framework and materials.

Over 425 participants attending the Business Education/Marketing Education Fall Conference received assessment material related to business and marketing education standards suitable for use in developing CTA scenarios as well as classroom assessment activities.

Teachers and administrators attending the BE/ME Fall conference also received a CD containing over 400 projects and updated curriculum materials. In addition, a CD developed by the National Council for Agriculture Education was provided to nine (9) teachers attending the Agriculture Education New Teachers' Academy.

Ongoing Professional Development

The following Table lists other professional development opportunities available to teachers and administrators during Fiscal Year 2004.

Workshop	Number of Participants
Agricultural Education New Teacher Academy	42
CTE Summit	156+
BE/ME Fall Conference	425
FCCLA Advisor Training	120
New Health Careers Educators' Academy	7
BE/ME Standards	35
Health Careers Winter Conference	22
Certificate of Technical Achievement	42
Food Industry Network Meeting	29
Early Childhood Network Meeting	32
ProStart Test/Certification Training	19

Awards for Excellence in Vocational and Technical Education

The Awards for Excellence in Career and Technical Education recognizes outstanding programs, students, partnerships, and guidance/personnel services from around the state. Secondary and postsecondary students are selected based on academic standing, vocational skill proficiency, outstanding character, and demonstrated leadership activities. Secondary, postsecondary and adult programs are selected based on program design, use of resources and program outcomes.

Partnerships are selected based on program objectives, transferability, shared responsibility, and contribution to career technical education.

The Twentieth Annual Career and Technical Education Awards for Excellence ceremony was February 10, 2004, during National Career and Technical Education Week. Over 350 people from around the state attended the ceremony.

Leadership Development Institute, Inc.
The Leadership Development Institute provides technical assistance in the development of regional apprenticeship/education partnership committees. The regional partnership committees include business, industry, labor, education, students, parents, and economic development advocates whose goal is to raise awareness of building trades as a viable career option.

The Leadership Development Institute provides hands-on trade-show opportunities for students and parents throughout the state. Construction apprenticeship programs provide displays allowing students to participate in hands-on projects. The shows last from one to two days with over 1000 students and their parents participating.

Labor Institute for Training (LIFT)
The Labor Institute for Training (LIFT) develops and manages training and other educational programs that increase employment opportunities for displaced workers in the State of Indiana. LIFT provides leadership for the Annual Indiana Women & Work conference. The Conference provides workshops and information on nontraditional employment issues and opportunities and provides locals with information from the National Women Work Organization. Over 150 women, including service providers, attended the 2003 Conference.

The Indiana Essential Skills and Technical Proficiencies Initiative (IESTPI)
Public Law 19 established the Indiana Workforce Proficiency Panel and the Certificates of Technical Achievement in 1992. The Panel is responsible for identifying a common set of essential and technical skills required to be successful in major occupational areas and issuing Certificates of Technical Achievement (CTA). Skills include academic, employability, and technical proficiencies.

During the past year a Certificate of Technical Achievement was added for Automotive Occupations. Students and incumbent workers can now earn CTAs in ten (10) occupational areas; 1) Advanced Manufacturing, 2) Bioscience, 3) Business, Management, and Finance, 4) Electronics, 5) Health, 6) Metalworking, 7) Plastics, 8) Printing, 9) Childcare Occupations, and 10) Automotive Occupations.

Students and adult workers are provided the opportunity to complete performance-based scenario assessments in the classroom and/or on the job. When the student or incumbent worker successfully performs assessments with 100% accuracy, they receive a Certificate of Technical Achievement (CTA). The Certificates of Technical Achievement documents what the individual actually knows and is able to do.

The following Table summarizes the number of CTA Scenarios successfully completed during FY04.

Occupational Area	Secondary	Postsecondary	Adult	Incumbent Worker	Total
Advanced Manufacturing	279		17	10644	10,940
Automotive Occupations	630	3	25		658
Bioscience	37				37
Business Management and Finance	2701	121	1566	32	4420
Childcare	1189	18	11		1218
Electronics	276		37		313
Health	1506		120		
Metalworking	717	10	5		
Plastics	2	57			59
Printing			9		9

CTA Development-Education

Visits are made to all participants of the Indiana Essential Skills and Technical Proficiencies Initiative (IESTPI) workshops throughout the State of Indiana. Participants are also assisted through telephone follow-up to ensure that they can successfully implement the initiative in their school/company. Participants in the IESTPI receive assistance in establishing alliances with businesses and industries and actively partnering with such entities to develop appropriate scenarios that will most effectively prepare students for careers in those occupations.

Indiana has IESTPI sites in 277 educational institutions, over 110 businesses, 17 community-based organizations, and the Department of Corrections. Over 6000 IESTPI technical assistance contacts/visits were made during FY04.

Career Information Delivery System (CIDS)
Indiana's web-based career information delivery system continues to experience growth. The site is routinely updated to provide the most current occupational information – including fastest growing and highest-paying occupations, occupations employing the largest numbers of workers and occupations with the most job openings. The site receives over 100,000 user sessions per month. CIDS can be found at http://icpac.indiana.edu.

Criminal Offenders
Students participating in vocational programs in the eleven major IDOC facilities have access to the most current local and national occupational information provided via CIDS. Periodically, Compact Discs (CDs) containing updated local and national occupational information are given to libraries at each of the state's correctional facilities. The DWD also provides technical assistance to IDOC staff responsible for vocational education accountability at the institutional level.

1. Required Activities

Secondary students can participate in Career and Technical Education programs at one of forty-seven area vocational districts located throughout Indiana. A broad range of activities and partnerships are used to address Perkins III required activities.

The following table is summary of the secondary activities reported by 46 area vocational districts.

Secondary

Activity	Percent Districts Providing the Activity
Academic/Skills Integration	24%
All aspects of the industry	11%
Applied Academics	4%
Assessment/evaluation/testing	39%
Career exploration/development	7%
Curriculum/program improvement	43%
Postsecondary linkages	9%
Professional development	91%
Transition programs	9%
Uses of Technology	7%

Indiana has seven public postsecondary institutions with multiple campuses, all of which provided technical education in FY2004 under Perkins III. Technical Education was provided throughout Indiana on 28 campuses. The Table below summarizes the required activities at the sites.

Postsecondary

Required Activities	Percent Campuses Providing Activity
Academic integration/skills	96%
All aspects of industry	92%
Use of technology	92%
Professional development	80%
Curriculum Program Improvement	92%
Expanded programs	88%
Quality of programs	96%
Postsecondary linkages/articulation	84%

2. Permissive Activities

Permissive activities under Perkins III were addressed at both the secondary and postsecondary level through a broad range of initiatives and partnerships that crossed multiple program areas.

The following table summarizes the activities provided to secondary students at one of forty-seven area vocational districts (AVDs).

Activity	Percent Districts Providing Activity
Guidance and counseling	57%
Career exploration	7%
Special populations	100%
CTSOs	9%
Support Services	15%
Equipment/modernization/expansion	89%
New program development	9%
Transition programs	9%
Placement/job readiness	15%

The following Table summarizes the permissive activities provided at the postsecondary level.

Activity	Percent Campuses Providing Activity
Community involvement	44%
Guidance and counseling	80%
Career exploration	64%
Special populations	80%
Business and education partnerships	36%
CTSOs	32%
Support Services	72%
Equipment/modernization/expansion	48%
Teacher education programs	52%
New program development	40%
Support for FACS Programs	28%
Transition programs	56%
Placement/job readiness	60%
Support for other programs supported by Perkins III funds	36%

3. Core Indicator Related Activities

State and local administrative data are used for each of the indicators at both the secondary and postsecondary level. During the past year, considerable effort was made to increase the reliability and accuracy of statewide performance data. The data collection system (Indiana Technical Education Reporting System or INTERS), including processes and procedures, was totally reconstructed to make sure that the data collected accurately reflects the vocational and technical education populations and student performance in Indiana. In addition, a full-time staff person was assigned to manage all activities related to data collection.

Career and Technical Education activities are available to all secondary students and are provided at one of forty-seven area vocational districts (AVDs). Vocational districts submit student data to the DWD-ICVTE for calculation, analysis, and reporting.

Indiana has seven public postsecondary institutions, all of which contribute to postsecondary technical education in Indiana. All institutions participated in program activities under Perkins III, some of which were under consortium

agreement. Ivy Tech State College and Vincennes University provide most of the occupationally specific postsecondary career and technical education programs in the State. Ivy Tech and Vincennes University also have the largest numbers of enrolled technical education students eligible for services under the Perkins Act. Data from the postsecondary Student Information System is electronically submitted to DWD-ICVTE for calculation and analysis.

Every Indiana high school student has the opportunity to learn challenging curricula according to his or her learning style through a set of essential high school courses known as CORE 40 that prepare students for work or more education after high school. This CORE 40 is designed to prepare students for work or more education after school and sets a high standard for graduation. Most applied Tech Prep courses are aligned with State Standards to satisfy Indiana's Core 40 requirements.

II. Program Performance

Table 1. Core Indicators and Definitions - Secondary

Indicator	Performance Level Definition	Goal	Actual
1S1 Academic Attainment	Numerator: Number of vocational education students who pass the ISTEP+ Graduation Qualifying Exam (GQE) and have left secondary education in the reporting year. Denominator: Number of vocational education students who took the ISTEP+ Graduation Qualifying Exam (GQE) and left secondary education in the reporting year.	79.00%	92.45%
1S2 Skill Proficiencies	Numerator: Number of students who passed a vocational education program skill test and have left secondary education in the reporting year. Denominator: Number of students who were tested for skill mastery in a vocational and technical education program and have left secondary education in the reporting year.	87.35%	91.48%
2S1 Completion	Numerator: Number of vocational education program completers who have attained a high school diploma or its recognized equivalent and have left secondary education in the reporting year. Denominator: Number of vocational education program completers who have left secondary education in the reporting year.	86.61%	86.21%
3S1 Placement	Numerator: Number of students who have completed a vocational education program and received a diploma or its equivalent in the reporting year, and were placed in further education or advanced training, employment, and/or military service. Denominator: Number of students who have completed a vocational education program and received a high school diploma or its equivalent and left secondary education in the reporting year.	83.53%	84.06%
4S1 Nontraditional Participation	Numerator: Number of students in underrepresented groups who participated in a nontraditional secondary vocational education program in the reporting year. Denominator: Number of students who participated in a nontraditional program in the reporting year.	4.83%	7.80%
4S2 Nontraditional Completion	Numerator: Number of students in underrepresented groups who completed a nontraditional secondary vocational education program in the reporting year. Denominator: Number of students who completed nontraditional programs in the reporting year.	4.53%	8.92%

Table 2. Core Indicators and Definitions – Postsecondary

Indicator	Performance Level Definition	Goal	Actual
1P1 Academic Attainment	Numerator: **N**umber of postsecondary students who complete occupationally specific programs and have a cumulative grade point average of at least 2.5 on a 4.0 grading system. Denominator: **N**umber of postsecondary students who complete occupationally specific programs and have left postsecondary education in the reporting year.	88.24%	89.63%
1P2 Skill Proficiencies	Numerator: Number of students who complete occupationally specific programs and who have met program-defined and industry-validated career and technical skill standards and have stopped program participation in the reporting year. Denominator: Number of students who complete occupationally specific programs and who have stopped program participation in the reporting year.	49.07%	40.57%
2P1 Completion	Numerator: Number of full-time beginning first year students who enroll in occupationally specific programs as degree seeking students and attain a postsecondary degree or credential within three years. Denominator: Number of postsecondary students who enroll in occupationally specific programs as degree seeking students.	26.65%	27.26%
3P1 Placement	Numerator: Number of postsecondary students who complete occupationally specific programs and are placed in further education, employment, or military service. Denominator: Number of postsecondary students who complete occupationally specific programs.	88.62%	84.96%
3P2 Retention	Numerator: Number of students who completed a postsecondary program and were placed in further postsecondary education or advanced training, employment, and/or military service in the reporting year and were retained in one or more of these types of placement. Denominator: Number of students who completed a postsecondary program and were placed in further postsecondary education or advanced training, employment, and/or military training in the reporting year.	90.31%	85.38%
4P1 Nontraditional Participation	Numerator: Number of postsecondary students enrolled in occupationally specific programs that are nontraditional for their gender. Denominator: Number of postsecondary students enrolled in occupationally specific programs.	7.09%	5.80%
4P2 Nontraditional Completion	Numerator: The number of postsecondary students completing occupationally specific programs that are nontraditional for their gender. Denominator: **N**umber of postsecondary students completing occupationally specific programs.	6.89%	6.61%

a. Fiscal Requirements [Sections 122 (c)(10) and (11); and 122 (c)(4) and (B)]

Fiscal Requirements reported separately.

b. Definition of Vocational Concentrator

A Vocational Concentrator in Indiana is a student who enrolled in a sequence of courses or instructional units that provide the academic and technical skills, knowledge, and proficiencies to prepare the individual for employment and/or further education.

c. Definition of Tech Prep Student

A Tech Prep student is one who completes a minimum two years of secondary education that ties with a minimum of two years of postsecondary in a non-duplicative sequence of course study.

During 2003, the Indiana Commission for Career and Technical Education and the U.S. DOE approved the change in the method of allocating Tech Prep funds to local consortia from a formula driven basis to a competitive basis. The revision requires that Tech Prep funds be allocated to consortia committed to educational improvement the development of a coordinated and enhanced learning experience for students organized around Career Majors. A consortium must include must include at least one member in each of following categories:

(1) a local educational agency, or an area vocational school serving secondary school students,
(2) (a) a regionally accredited institution of higher education that offers a two-year apprenticeship program, or (b) a proprietary institution of higher education that offers a two-year associate degree, two-year certificate, or two-year postsecondary apprenticeship program.
(3) A business/employer that requires high-skill/high wage employees, and
(4) A labor representative.

d. Measurement Approaches and Data Quality Improvement

Policies and procedures that must be followed by all area vocational districts were implemented at the beginning of the 2003-2004 school year. All procedures and detailed descriptions of output controls are outlined within a written policies and procedures manual. Procedures are also available on the web. In addition, the following policies are in place to ensure that Perkins III data is complete, accurate, and reliable.

(1) Two or more employees at the local level must be trained in all aspects of the entry and review process.
(2) DWD will provide training and technical assistance on the Indiana Technical Education Reporting System (InTERS) for local area vocational districts to ensure that each district has several fully trained people to use the system.
(3) DWD has put into place a policy by which more than one person may load data; another person may do the error corrections; and another may check the data for loading errors.

(4) DWD staff will conduct local "audits" to ensure that all rules and procedures are followed. At least five (5) "audits" will be conducted at randomly selected AVDs beginning with the 2003-2004 school year.
(5) Beginning with the 2004-2005 school year, the area director or designated employee will use an electronic signature process to "sign off" on the data before it is submitted to the State.
(6) DWD has mandated that all area districts report their data to the State using one program. All districts will report using the InTERS program. This will correct the problem that DWD has with some AVDs using the old Indiana Student Reporting System (ISR), which does not collect all the necessary data required for Perkins III reporting.
(7) DWD has put in to place an Oracle based data storage and reporting system. Reporting logic for all core indicators has been tested and approved by multiple DWD employees and approved by the appropriate Department of Education employees. This review and approval process will ensure that data application controls and reporting logic are in place and will provide reliable and accurate reports. The new program logic does include all appropriate CIP codes, and excludes all non-Perkins III programs.
(8) DWD will work with the CHE to develop and implement written policies and procedures on input controls for the postsecondary institutions.
(9) All documentation for data used for the reports will be kept for at least four years.

e. Accountability – Postsecondary

The Carl D. Perkins Vocational and Technical Education Act of 1998 requires institutions receiving Perkins funds to annually evaluate the effectiveness of their occupationally specific programs. Beginning FY2000, the Standards and Measures of Performance were changed to reflect Core Indicators of Performance. Indiana decided to use the Student Information System (SIS) established and maintained by the Indiana Commission for Higher Education since the 1970s, as the data collection system for calculating the postsecondary core indicators of performance for Perkins purposes.

All Indiana public postsecondary institutions are required to electronically submit institution specific data annually through the Student Information System. The SIS does not specifically calculate the performance levels as related to the Core Indicators of Performance, but it does contain the variables for such calculations. Data from the SIS are electronically submitted to the Indiana Department of Workforce Development, which is responsible for calculating and reporting statewide performance levels.

The initial point of data collection by the individual postsecondary institutions for SIS occurs in pre-admission activities, primarily the college application. In accordance with the Rehabilitation Act of 1973 [as amended by the Rehabilitation Act of 1974, 29 U.S.C. 794; 34 C.F.R. 104.1-104-47 (1998)], colleges may not make pre-admission

Inquiries as to whether an applicant has a disability. In order to be in full compliance with the law, information regarding disability is not collected on the college applications. All students are made aware of accommodation provisions available. Students can self-identify needs, which are typically handled by student service office on campus. The student service office is responsible for reviewing individual student requests through a formal documentation process. These records are kept separate from the central student information database (used for reporting SIS) to avoid any conflict with FERPA regulations. In line with FERPA regulations, postsecondary institutions typically are willing to provide information on students receiving accommodations in aggregate form, but not student-specific.

f. Maintenance of Effort – State Funds

Policies and procedures are being developed to ensure that only state funds expended on career and technical education are included in the maintenance of effort calculation. This process includes the following steps:

Determine whether career and technical education expenditures for each school/corporation are shown as a line item amount in the Department of Education Financial Report.

Using the aggregate expenditure amount for career and technical education, calculate the fiscal effort per student.

Deduct the expenditure amount from the total career and technical education amount shown in the applicable State Biennial Budget to determine actual maintenance of effort amount.

This process can be used for each of the preceding years.